

Teacher's Scoring Guide



Grade 8
English/Language Arts
Fall 2007

Indiana Statewide Testing for Educational Progress



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INTRODUCTION

During the fall of 2007, Indiana students in Grades 3 through 10 participated in the administration of *ISTEP+*. The test for *ISTEP+* Fall 2007 consisted of a multiple-choice section and an applied skills section. For the fall testing, the multiple-choice section was machine-scored. The applied skills section consisted of multiple-choice questions, open-ended questions, and a writing prompt. The multiple-choice questions were machine-scored, while the open-ended questions and writing prompt were hand-scored.

The test results for both the multiple-choice and applied skills sections were returned to the schools in late November 2007. Copies of student responses were returned to the schools in early December 2007. It is the expectation of the Indiana Department of Education that schools will take this opportunity to invite students and parents to sit down with teachers to discuss the results. To support this endeavor, the Indiana Department of Education has prepared the following *Teacher's Scoring Guide*. The purpose of this guide is to help teachers to:

- understand the methods used to score the *ISTEP+* Fall 2007 applied skills section, and
- discuss and interpret these results with students and parents.

In order to use this guide effectively, you will also need the Student Report and a copy of the student's work.

There are two scoring guides for Grade 8, English/Language Arts and Mathematics. In this English/Language Arts guide, you will find:

- an introduction,
- a list of the English/Language Arts Grade 7 Indiana Academic Standards,*
- rubrics (scoring rules) used to score the open-ended questions and the writing prompt,
- multiple-choice questions with correct response indicated,
- anchor papers that are actual examples of student work (transcribed in this guide for clarity and ease of reading), and
- descriptions of the ways in which the response meets the rubric criteria for each of the score points.

When you review the contents of the scoring guide, keep in mind that this guide is an overview. If you have questions, write via e-mail (istep@doe.state.in.us) or call the Indiana Department of Education at (317) 232-9050.

*Because *ISTEP+* is administered early in the fall, the Grade 8 test is based on the academic standards through Grade 7.

INTRODUCTION TO THE ENGLISH/LANGUAGE ARTS WRITING ASSESSMENT

The ability to write clearly and effectively is more important today than ever. By asking students to write, educators send a clear message to students that the ability to organize one's thoughts clearly and logically and to use standard language (grammar) conventions is valuable. This is why the Indiana Department of Education developed a writing assessment for *ISTEP+*. The purpose of the writing task is to assess students' abilities to (1) communicate effectively in writing and (2) use correct language conventions (e.g., grammar, punctuation, and capitalization).

The writing assessment developed for *ISTEP+* is based on the recognition that writing is a process. For this reason, the writing tasks are aligned as closely as possible with the writing process.

Students

- **are given a writing prompt.**
The prompt describes what the students should write about. For example, in Grade 8 the students were asked to write a persuasive essay in which they argue for or against a proposed change to their school schedule.
- **engage in pre-writing and drafting.**
Pre-writing and drafting are planning phases. During these phases, students begin to organize and put their ideas on paper. The pre-writing and initial drafts are not scored.
- **revise their writing.**
During the revision stage, students focus on the content, organization of ideas, and overall meaning of the writing. Students should ask themselves, "Does my writing say what I want it to say?"
- **edit their writing.**
The focus during the editing phase is on the correct use of paragraphing, grammar, word usage, spelling, punctuation, and capitalization. An Editing Checklist is provided in the test book to remind students to review their papers for these elements.
- **complete a revised and edited draft.**
The revised and edited draft is the completed student response. **Only this revised and edited draft is scored.**

Although a standardized testing situation does not permit full implementation of the writing process (e.g., peer/teacher conferencing or multiple revisions), the process described above encourages students to use the skills learned in the classroom to communicate their ideas effectively. **The Indiana Department of Education encourages teachers to familiarize students with the writing process and the rubrics used to score their writing.**

RUBRICS FOR THE WRITING ASSESSMENT

A rubric is a description of student performance that clearly articulates the requirements for each of the score points. Scoring rubrics are essential because they ensure that all papers are scored objectively. Moreover, because the writing rubrics were developed by Indiana teachers, they represent those characteristics of writing that Indiana educators identify as important.

There are two types of rubrics used to score student writing on *ISTEP+*.

- **Writing Applications Rubric**

This rubric assesses the students' ability to communicate their ideas effectively. The Grades 6–12 Writing Applications Rubric has four major categories: (1) Ideas and Content, (2) Organization, (3) Style, and (4) Voice. Under each major category there are specific criteria that describe the category more fully. For a detailed description of the categories and the scoring criteria for each of the six performance levels, see the Writing Applications Rubric on pages 10 through 15.

- **Language Conventions Rubric**

This rubric assesses students' abilities to use paragraphing, grammar, word usage, spelling, punctuation, and capitalization. The Grades 6–8 Language Conventions Rubric is directly linked to the Editing Checklist in students' test books. For a description of the Language Conventions Rubric, see page 16.

In conjunction with the writing rubrics, anchor papers are used to score student writing. **Anchor papers are examples of actual student responses that meet the rubric criteria for a particular score point.** Anchor papers for Writing Applications and Language Conventions are shown on pages 21 through 30. These anchor papers have been transcribed for publication to make them clearer and easier to read.

Based on the rubrics and the anchor papers, each student paper receives two scores, one for Writing Applications and one for Language Conventions. Both of these scores are derived holistically. In holistic scoring, each paper is assigned the score points that provide the **best overall description of the performance**. In this scoring process, evaluators examine each response as a whole for the body of evidence of writing ability, rather than concentrating on any single factor, such as length of the essay or the number of errors contained in the writing.

Each score point covers a range of performance. The anchor papers presented in this guide represent the types of responses most commonly found at each score point level. These anchor papers also represent the most typical combinations of Writing Applications and Language Conventions scores (e.g., 6/4, 5/4, 4/4, 3/3, 2/2, 1/1). Other combinations of scores, though not as common, are also possible.

RUBRICS FOR THE WRITING ASSESSMENT (cont.)

If a response is unscorable, it is assigned one of the following condition codes:

- A Blank/No response/Refusal
- B Illegible
- C Written predominantly in a language other than English
- D Insufficient response/Copied from text
- E Response not related to test question or scoring rule

In addition to their function as a scoring device, rubrics are an effective instructional tool. We encourage teachers to use rubrics as a regular part of classroom instruction. Teachers may discuss the rubric categories, provide examples of the strategy/skill from published and student writing, model the strategy/skill that supports each category, and use the rubrics as a basis for teacher/peer/self evaluations. These activities will support student growth and allow students to enter the testing situation with confidence.

SCORING NOTE FOR LANGUAGE CONVENTIONS

In the writing prompt and extended-response question, students are not penalized more than once for a given error (e.g., a capitalization or punctuation error associated with a run-on sentence or sentence fragment).

ENGLISH/LANGUAGE ARTS

GRADE 7 INDIANA ACADEMIC STANDARDS

❑ **READING: Word Recognition, Fluency, and Vocabulary Development**

Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

❑ **READING: Comprehension**

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. In addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

❑ **READING: Literary Response and Analysis**

Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works.

❑ **WRITING: Process**

Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

❑ **WRITING: Applications**

Students continue to write narrative (story), expository (informational), persuasive, and descriptive texts of at least 500 to 700 words. Students are introduced to biographical and autobiographical narratives and to writing summaries of grade-level-appropriate reading materials. The writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4—WRITING: Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

❑ **WRITING: English Language Conventions**

Students write using Standard English conventions appropriate to the grade level.

❑ **LISTENING AND SPEAKING: Skills, Strategies, and Applications**

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized, formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

(Because this standard does not lend itself to a paper-and-pencil test, it is not currently assessed by ISTEP+.)

NOTE: This page provides an overview of the Indiana Academic Standards. The IDOE Web site at www.doe.state.in.us contains a complete version of the Indiana Academic Standards, which may be downloaded.

WRITING APPLICATIONS OVERVIEW

Grades 6–12

Overview of the Writing Applications Rubric

This rubric summarizes the scoring requirements for each of the six performance levels. To determine the criteria for a specific score point, read across the rows.

For more detailed information about each of the six score points, refer to the Writing Applications Rubric on pages 10 through 15. For information about the Language Conventions Rubric, turn to page 16.

Score Level	Ideas and Content	Organization
	Does the writing sample	Does the writing sample
6	<ul style="list-style-type: none"> fully accomplish the task? include thorough, relevant, and complete ideas? 	<ul style="list-style-type: none"> organize ideas logically?
5	<ul style="list-style-type: none"> fully accomplish the task? include many relevant ideas? 	<ul style="list-style-type: none"> organize ideas logically?
4	<ul style="list-style-type: none"> accomplish the task? include relevant ideas? 	<ul style="list-style-type: none"> organize ideas logically?
3	<ul style="list-style-type: none"> minimally accomplish the task? include some relevant ideas? 	<ul style="list-style-type: none"> exhibit an attempt to organize ideas logically?
2	<ul style="list-style-type: none"> only partially accomplish the task? include few relevant ideas? 	<ul style="list-style-type: none"> exhibit a minimal attempt to organize ideas logically?
1	<ul style="list-style-type: none"> fail to accomplish the task? include very few relevant ideas? 	<ul style="list-style-type: none"> organize ideas illogically?

Chart continues on page 9.

WRITING APPLICATIONS OVERVIEW

Grades 6–12

Chart continued from page 8.

Score Level	Style	Voice
	Does the writing sample	Does the writing sample
6	<ul style="list-style-type: none"> exhibit exceptional word usage? demonstrate exceptional writing technique? 	<ul style="list-style-type: none"> demonstrate effective adjustment of language and tone to task and reader?
5	<ul style="list-style-type: none"> exhibit very good word usage? demonstrate very good writing technique? 	<ul style="list-style-type: none"> demonstrate effective adjustment of language and tone to task and reader?
4	<ul style="list-style-type: none"> exhibit good word usage? demonstrate good writing technique? 	<ul style="list-style-type: none"> demonstrate an attempt to adjust language and tone to task and reader?
3	<ul style="list-style-type: none"> exhibit ordinary word usage? demonstrate average writing technique? 	<ul style="list-style-type: none"> demonstrate an attempt to adjust language and tone to task and reader?
2	<ul style="list-style-type: none"> exhibit minimal word usage? demonstrate minimal writing technique? 	<ul style="list-style-type: none"> demonstrate language and tone that may be inappropriate to task and reader?
1	<ul style="list-style-type: none"> exhibit less than minimal word usage? demonstrate less than minimal writing technique? 	<ul style="list-style-type: none"> demonstrate language and tone that may be inappropriate to task and reader?

NOTE: The chart on pages 8–9 is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers and may be found on pages 10 through 15.

Writing Applications Rubric Grades 6–12

SCORE POINT 6

A Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.

Ideas and Content

Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea without going off on tangents?
- stay completely focused on topic and task?

Does the writing sample include thorough, relevant, and complete ideas? Does it

- include in-depth information and exceptional supporting details that are fully developed?
- fully explore many facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include an inviting introduction and a strong conclusion)?
- progress in an order that enhances meaning?
- include smooth transitions between ideas, sentences, and paragraphs to enhance meaning of text (i.e., have a clear connection of ideas and use topic sentences)?

Style

Does the writing sample exhibit exceptional word usage? Does it

- include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid (e.g., varied word choices, action words, appropriate modifiers, sensory details)?
- demonstrate control of a challenging vocabulary?

Does the writing sample demonstrate exceptional writing technique?

- Is the writing exceptionally fluent?
- Does it include varied sentence patterns, including complex sentences?
- Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it

- exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?
- demonstrate a strong sense of audience?
- exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 5	
<p>A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.</p>	
Ideas and Content	
<p>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea without going off on tangents? • stay focused on topic and task? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide in-depth information and more than adequate supporting details that are developed? • explore many facets of the topic? 	
Organization	
<p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)? • progress in an order that enhances meaning of text? • include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.) 	
Style	
<p>Does the writing sample exhibit very good word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid? • demonstrate control of vocabulary? <p>Does the writing sample demonstrate very good writing technique?</p> <ul style="list-style-type: none"> • Is the writing very fluent? • Does it include varied sentence patterns, including complex sentences? • Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)? 	
Voice	
<p>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? • demonstrate a sense of audience? • exhibit an original perspective (e.g., authoritative, lively, and/or exciting)? 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 4

A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Ideas and Content

Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea? (Writing may include minor tangents.)
- stay mostly focused on topic and task?

Does the writing sample include relevant ideas? Does it

- include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)
- explore some facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
- generally progress in an order that enhances meaning of text?
- include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

Style

Does the writing sample exhibit good word usage? Does it

- include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
- demonstrate control of basic vocabulary?

Does the writing sample demonstrate good writing technique?

- Is the writing fluent?
- Does it exhibit some varied sentence patterns, including some complex sentences?
- Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it

- generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 3	
<p>A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</p>	
Ideas and Content	
<p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • attempt a unifying theme or main idea? • stay somewhat focused on topic and task? <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • include some information with only a few details, or list ideas without supporting details? • explore some facets of the topic? 	
Organization	
<p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> • have a beginning, a middle, or an end that may be weak or absent? • demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.) • demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?) 	
Style	
<p>Does the writing sample exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> • contain basic vocabulary, with words that are predictable and common? • demonstrate some control of vocabulary? <p>Does the writing sample demonstrate average writing technique?</p> <ul style="list-style-type: none"> • Is the writing generally fluent? • Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)? • Is it generally ordinary and predictable? 	
Voice	
<p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)? • demonstrate little sense of audience? • generally lack an original perspective? 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 2

A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Ideas and Content

Does the writing sample only partially accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- attempt a main idea?
- sometimes lose focus or ineffectively display focus?

Does the writing sample include few relevant ideas? Does it

- include little information and few or no details?
- explore only one or two facets of the topic?

Organization

Is there a minimal attempt to logically organize ideas in the writing sample?

- Does the writing have only one or two of the three elements: beginning, middle, and end?
- Is the writing sometimes difficult to follow? (Progression of text may be confusing or unclear.)
- Are transitions weak or absent (e.g., few or no topic sentences)?

Style

Does the writing sample exhibit minimal word usage? Does it

- contain limited vocabulary? (Some words may be used incorrectly.)
- demonstrate minimal control of vocabulary?

Does the writing sample demonstrate minimal writing technique?

- Does the writing exhibit some fluency?
- Does it rely mostly on simple sentences?
- Is it often repetitive, predictable, or dull?

Voice

Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
- demonstrate little or no sense of audience?
- lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 1
<p>A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.</p>
<p>Ideas and Content</p> <p>Does the writing sample fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Is it</p> <ul style="list-style-type: none"> • difficult for the reader to discern the main idea? • too brief or too repetitive to establish or maintain a focus? <p>Does the writing sample include very few relevant ideas?</p> <ul style="list-style-type: none"> • Does it include little information with few or no details or unrelated details? • Is it unsuccessful in attempts to explore any facets of the prompt?
<p>Organization</p> <p>Are the ideas in the writing sample organized illogically?</p> <ul style="list-style-type: none"> • Does it have only one or two of the three elements: beginning, middle, or end? • Is it difficult to follow, with the order possibly difficult to discern? • Are transitions weak or absent (e.g., without topic sentences)?
<p>Style</p> <p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain limited vocabulary, with many words used incorrectly? • demonstrate minimal or less than minimal control of vocabulary? <p>Does the writing sample demonstrate less than minimal writing technique? Does it</p> <ul style="list-style-type: none"> • lack fluency? • demonstrate problems with sentence patterns? • consist of writing that is flat and lifeless?
<p>Voice</p> <p>Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate difficulty in choosing an appropriate register? • demonstrate a lack of a sense of audience? • lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Language Conventions Rubric Grades 6–8

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does the writing sample exhibit a good command of language skills?
4	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are infrequent and will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> • Do words have very few or no capitalization errors? • Do sentences have very few or no punctuation errors? • Do words have very few or no spelling errors? • Do sentences have very few or no grammar or word usage errors? • Writing has very few or no paragraphing errors. • Writing has very few or no run-on sentences or sentence fragments.
Score	Does the writing sample exhibit an adequate command of language skills?
3	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language conventions.</p> <ul style="list-style-type: none"> • Do words have occasional capitalization errors? • Do sentences have occasional punctuation errors? • Do words have occasional spelling errors? • Do sentences have occasional grammar or word usage errors? • Writing may have occasional paragraphing errors. • Writing may have run-on sentences or sentence fragments.
Score	Does the writing sample exhibit a minimal command of language skills?
2	<p>In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Do words have frequent capitalization errors? • Do sentences have frequent punctuation errors? • Do words have frequent spelling errors? • Do sentences have frequent grammar or word usage errors? • Writing may have errors in paragraphing, or paragraphing may be missing. • Writing is likely to have run-on sentences or sentence fragments.
Score	Does the writing sample exhibit a less than minimal command of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous; they often cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Do words have many capitalization errors? • Do sentences have many punctuation errors? • Do words have many spelling errors? • Do sentences have many grammar and word usage errors? • Writing may have errors in paragraphing, or paragraphing may be missing. • Writing is likely to have run-on sentences or sentence fragments.

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–8.

WRITING PROMPT AND STUDENT ANCHOR PAPERS

The following section contains an overview of the fall 2007 writing prompt. This section also includes transcriptions of student anchor papers that received particular scores based on the Writing Applications and Language Conventions rubrics found on pages 10 through 16 of this guide. Each sample paper is accompanied by an explanation of the score points it received.

Please note that in the sample anchor papers included in the scoring guide, actual names of people are often replaced by initials. Similarly, actual places are often replaced by generic designations (e.g., *Anytown* or *Hometown*).

Writing Prompt

WRITING: Applications/English Language Conventions

Pages 18 and 19 provide an overview of the parts of the writing prompt.

Writing Prompt

The prompt describes what ideas students should include in their writing.

School Change


Read the writing prompt below and complete the writing activity.

Your local school board is thinking about changing the school schedule. In the new schedule, four days would be just for academics, and the fifth day would be devoted to athletics or other extracurricular activities, such as field trips or enrichment programs. Do you think this change is a good idea? Think about why other students might disagree with your position.

Write a persuasive essay in which you state whether you agree with the proposed schedule change or not. Include persuasive arguments to convince other students of your view. As you write, consider the concerns of those who may disagree with your position.

Be sure to include

- a statement describing your position
- persuasive reasons to support your position
- details to support your reasons
- an introduction, a body, and a conclusion to your persuasive essay




Use the Pre-Writing/Planning space or additional paper for notes, lists, webs, outlines, or anything else that might help you plan your writing. Then write your persuasive essay on the lined pages. Be sure to write neatly. Using the Editing Checklist on page 47, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.

NOTE: Only your writing on the lined pages in this book will be scored.

Pre-Writing/Planning

NOTE: The page reference above for the Editing Checklist refers to its location in the actual test book.



Whenever you see this icon, you will be doing a writing activity. Your writing will not be scored on your personal opinions or choices, but will be scored objectively on

- how clearly you address the prompt
- how well you organize your ideas
- how effectively you express yourself
- how consistently you use correct paragraphing, grammar, spelling, and punctuation

Be sure to use the rules of Standard English. Standard English is the English commonly used in formal writing. It does not include slang or jargon.

Pre-Writing/Planning

Students can use the Pre-Writing/Planning space to help them focus their thoughts on the requirements of the prompt and to generate ideas to include in their writing. **The writing on the Pre-Writing/Planning pages is not scored.**

Writing Icon

The writing icon, which appears before both the writing prompt and the extended-response question, alerts the student that the response will be scored for writing. The writing icon boxes on pages 40 and 50 of the test book include the criteria by which the writing will be judged.

Editing Checklist

- 1** Check your capitalization and punctuation.
- 2** Spell all words correctly.
- 3** Check for sentence fragments or run-on sentences.
- 4** Keep verb tense consistent.
- 5** Make sure subject and verb agree.
- 6** Use words according to the rules of Standard English.
- 7** Remember to paragraph correctly.

Editing Checklist

The Editing Checklist appears after the final draft and reminds students to review their writing for correct paragraphing, grammar, spelling, punctuation, and capitalization.

Writing Applications

Score Point 6

The following list describes a writing sample (shown on the next page) that earns a **Score Point 6** using the *ISTEP+* Writing Applications Rubric.

This sample

- fully accomplishes the task (i.e., writes a unified persuasive essay that supports the schedule change and includes arguments to convince the reader that this is the correct position).
- stays completely focused on the task and topic.
- includes a wealth of supporting details and in-depth information to support the position (e.g., *Having an extra day a week for teens to work together towards a common goal encourages teamwork and other essential qualities needed in life*).
- is well organized, first drawing the reader in with an inviting introduction, then explaining in detail why the schedule change would be both educational and healthy, and finally concluding with a strong, diplomatic argument for enacting the change (e.g., *Thank you for considering my opinion, and I hope you see this change is in everyone's best interest*).
- includes effective vocabulary that makes the explanations detailed and precise (e.g., *Field trips and strategic physical activities entice the mind to think in a different way; Emotional intelligence, however, has proven to be just as large a factor in overall success as IQ*).
- is fluent and easy to read and exhibits varied sentence patterns, including complex sentences (e.g., *When viewing [viewed] from any angle, this plan is obviously the best*).
- effectively adjusts language and tone to the task of writing a persuasive essay (e.g., *This change would act as a motivater [motivator] and possibly raise attendance levels*).
- demonstrates a strong sense of audience (e.g., *Having a more well-rounded lifestyle is something we all should strive for*).

NOTE: A Score Point 6 paper is an outstanding performance and therefore is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding paper.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- has a few punctuation errors (e.g., *The idea to devote four days of the school week to academics, [no comma] and one completely to extracurricular activities; Setting aside one day a week for field trips, [no comma] and enrichments would most definitely cause me to be more willing to attend school every day to learn*).
- contains one spelling error (e.g., *motivater* [motivator]).
- has minor errors in grammar and word usage (e.g., *For these [them], exercise is rare; When viewing [viewed] from any angle, this plan is obviously the best*).
- uses paragraphing very effectively.
- has no run-on sentences or sentence fragments.

Persuasive Essay

Title: "One Extra Day"

The idea to devote four days of the school week to academics, and one completely to extracurricular activities would be extremely beneficial to middle school students. Setting aside one day a week for field trips, and enrichments would most definitely cause me to be more willing to attend school every day to learn. I feel confident that changing the current school schedule would be a wise move towards helping our generation.

Some might argue that schooling methods should remain strict as to not distract from the overall view of learning. However, studies have shown that students involved in extracurriculars perform better in the classroom. Field trips and strategic physical activities entice the mind to think in a different way. These ways of figuring often translate into the classroom, allowing students to perform at a higher level.

Musical talent is often overlooked by the schools. However, learning the proper way to play an instrument can be very beneficial to youth. Reading and playing music blends fun and learning into one.

Many middle school teens are not involved in any activity outside of school. For these, exercise is rare and gym class for half an hour is simply not cutting it.

Many say that the schools are responsible for teaching students the basic three R's to start them off on the right foot in life. Emotional intelligence, however, has proven to be just as large a factor in overall success as IQ. Having an extra day a week for teens to work together towards a common goal encourages teamwork and other essential qualities needed in life. Having a more well-rounded lifestyle is something we all should strive for.

Having four days a week to solely concentrate on academics and nothing else would help students focus on what they are learning instead of if someone will laugh at them in gym class. Having this focus could help the teachers cover more of the curriculum at a much faster pace.

The bottom line is that teenagers need this schedule change. When viewing from any angle, this plan is obviously the best. This change would act as a motivator and possibly raise attendance levels. Thank you for considering my opinion, and I hope you see this change is in everyone's best interest.

Writing Applications

Score Point 5

The following list describes a writing sample (shown on the next page) that earns a **Score Point 5** using the *ISTEP+* Writing Applications Rubric.

This sample

- accomplishes the task (i.e., takes a position against changing the school schedule and makes a persuasive argument to convince others toward that view).
- stays focused on the task and topic.
- provides relevant details to explain why the schedule change would not be beneficial (e.g., *There would be no “fun” or “easier” classes to break up the day to make it lighter, fun [more fun], and less stressful.*)
- has a logical progression of ideas with an introductory paragraph that directly addresses the reader (e.g., *There are also other things you should consider when making this decision*), a body that supports the idea that a schedule change would detract from both academics and extracurricular activities, and a clear conclusion.
- includes vocabulary that makes the explanations detailed and clear (e.g., *If we had longer periods it would only become worse [,] and it would distract other students who are listening and trying to pay attention.*)
- is easy to read and exhibits varied sentence patterns, including complex sentences (e.g., *If we had longer classes [,] more and more kids would start to lose interest, start to daydream, and become restless in the middle of class.*)
- is fluent and easy to read.
- demonstrates a strong sense of audience and adjusts language and tone to the task of writing a persuasive essay (e.g., *In my opinion [,] the bad consiquences [consequences] to the change far outweigh the good.*)

NOTE: A Score Point 5 paper may have the same characteristics found in a Score Point 6 paper. The difference is that a Score Point 5 paper is very good, while a Score Point 6 paper is exceptional.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- has a few minor punctuation errors (e.g., *If we had longer periods it would only become worse [,] and it would distract other students; Some students would think that it was just a day of slacking, [no comma] and that those classes aren't [weren't] important.*)
- contains a few spelling errors (e.g., *acidemics [academics], consiquently [consequently], consiquences [consequences]*).
- has a few grammar and word usage errors (e.g., *Instead of helping the students to raise our [their] grades.*)
- uses paragraphs effectively.
- has no run-on sentences or sentence fragments.

Persuasive Essay

Title: New School Schedule?

I do not think that the school should change the schedule. It at first would cause a lot of confusion. There are also other things you should consider when making this decision. Below are some reasons why I don't think the proposed change is a good idea.

First, if we had just academics all day for four days it would be too stressful and would be putting a lot of pressure on us. There would be no "fun" or "easier" classes to break up the day to make it lighter, fun, and less stressful. It would put a huge weight on our shoulders. All academics for four days would be like a serious book with no comic relief. It would be too intense and not as enjoyable.

Also, we would then have longer classes if there were all academics for one day. If we had longer classes more and more kids would start to lose interest, start to daydream, and become restless in the middle of class. Our class lengths as of now are almost too long for some people to handle. If we had longer periods it would only become worse and it would distract other students who are listening and trying to pay attention.

If we had only the extracurricular classes or athletics, that too would make some people not pay attention in those classes as well. Consequently their grades in those classes would start to fall. Some students would think that it was just a day of slacking, and that those classes aren't important. That isn't the case at all.

Therefore, I believe that the schedule should remain the same. In my opinion the bad consequences to the change far outweigh the good. Instead of helping the students to raise our grades, as I am sure that is the main purpose for this proposed change, it would if anything only lower them.

Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Writing Applications Rubric.

This sample

- adequately accomplishes the task (i.e., agrees with the proposed school change and attempts to persuade the reader to take that position).
- stays focused on the task and topic.
- includes sufficient information and supporting details to argue in favor of a schedule change (e.g., *friday* [Friday] *could also become a second chance to get all work done before the weekend so that students could have the next few days free to do whatever they will*).
- organizes ideas adequately with a clear introduction and conclusion, but the body of the essay could be more fully developed (i.e., the idea of students looking forward to Friday is repeated several times).
- demonstrates control of vocabulary that is appropriate to the topic (e.g., *I am confident that we students are perfectly capable of handling four days of acedemics* [academics]; *changing the schedule this particular way would only give them more reason to look forward to friday* [Friday]).
- is easy to read and has some sentence variation.
- attempts to adjust language to the audience and task (e.g., *So I ask to those* [So I ask those] *who are reading this now, please consider what I have said*).

NOTE: A Score Point 4 paper represents a good performance. One factor that differentiates a Score Point 4 from Score Point 6 and Score Point 5 papers is the number of ideas and the development of these ideas.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization with one exception (e.g., *friday* [Friday]).
- has minor errors in punctuation.
- contains a few spelling errors (e.g., *acedemics* [academics], *greatful* [grateful], *repeditivness* [repetitiveness]).
- has some grammar and word usage errors (e.g., *Also, I believe that by doing* [that doing] *this would relieve the students; come to a similar conclusion as mine* [conclusion similar to mine]).
- uses paragraphs effectively.
- has no run-on sentences or sentence fragments.

Persuasive Essay

Title: School Change

I agree with the school board completely in thinking that the school schedule should be changed. I am confident that we students are perfectly capable of handling four days of academics. You see, during the first four days of the week, all students look forward to Friday; the ending of the week and beginning of the weekend. By changing the schedule this particular way would only give them more reason to look forward to Friday.

Also, I believe that by doing this would relieve the students by giving them a break and would also make them more confident of themselves. Other than that, Friday could also become a second chance to get all work done before the weekend so that students could have the next few days free to do whatever they will.

I could also understand why, at first, students may not be very fond of this idea but once Friday comes around I am sure that they will become grateful of the change from their daily repetitiveness. So I ask to those who are reading this now, please consider what I have said and perhaps you may come to a similar conclusion as mine.

Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., takes a position but provides only a brief explanation as to why the schedule should be changed).
- stays somewhat focused on the task, but the essay lacks development.
- provides a few details to support the argument that a schedule change would be beneficial (e.g., *Then you wouldn't have to do homework everyday [every day,] and school would maybe be more fun*).
- attempts to organize ideas with a simplistic introduction, but the body of the essay shows little development, and the conclusion is weak.
- has control of basic vocabulary but is somewhat repetitive (e.g., *sit in class and listen to the teachers; You wouldn't have to listen to the teachers*).
- is easy to read.
- attempts to adjust the language to the task but does not present persuasive arguments that would convince other students.

NOTE: The word **minimal** is often associated with a Score Point 3 paper. A Score Point 3 paper, like a Score Point 4 paper, has a list-like quality. However, a Score Point 4 paper provides some details and in-depth information, while a Score Point 3 paper shows minimal development of ideas.

Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- has a few punctuation errors (e.g., *Then [,] if you do get the new schedule for four days of the week [,] you can do academics; Then you wouldn't have to do homework everyday [every day] and school would maybe be more fun*).
- has no spelling errors.
- contains some grammar and word usage errors (e.g., *then on the [then the] fifth day of the week would be devoted to athletics; That why [That is why]*).
- consists of one indented paragraph.
- has one run-on sentence (e.g., *You wouldn't have to listen to the teachers, [,] you wouldn't have to sit just about all day*) and one sentence fragment (e.g., *Such as field trips and all that*).

NOTE: In a Score Point 3 paper, errors do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language conventions.

Persuasive Essay

Title: Having a New Schedule

I think that having a new schedule would be a really good idea because if you don't get the new schedule you will have to sit in class and listen to the teachers talk and then have to do homework. Then if you do get the new schedule for four days of the week you can do academics and then on the fifth day of the week would be devoted to athletics or other extracurricular activities. Such as field trips and all that. Then you wouldn't have to do homework everyday and school would maybe be more fun. You wouldn't have to listen to the teachers, you wouldn't have to sit just about all day. That why maybe having a new schedule might be a really good idea.

Writing Applications

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Writing Applications Rubric.

This sample

- partially accomplishes the task (i.e., strongly disagrees with the schedule change, but supporting statements are not developed).
- provides limited information, includes few details, and makes little attempt to persuade.
- minimally attempts to organize with a simplistic beginning, but the body is undeveloped, and the conclusion is unconvincing (e.g., *I think we need a full variety of activities to get the full learning experience* [experience]).
- uses a limited vocabulary (e.g., *We will get fat; we will get bored*).
- exhibits some fluency.
- demonstrates little sense of audience.

NOTE: On the positive side, the Score Point 2 paper communicates some ideas. However, the overall lack of writing skills limits the writer's ability to communicate these ideas effectively.

Language Conventions

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- has no errors in punctuation, except in the case of the run-on sentence cited below.
- has some spelling errors (e.g., *playsports* [play sports], *expeirience* [experience]).
- contains no errors in grammar and word usage.
- consists of one indented paragraph.
- has one run-on sentence (e.g., *If we have to sit down all day [,] we will get bored [;] if we playsports [play sports] all day [,] we will get tired*) and one sentence fragment (e.g., *If we only get sports once a week*).

NOTE: In a Score Point 2 paper, errors are typically frequent in a relatively brief writing sample.

Persuasive Essay

Title: School Scheduel

NO, I think that we need a mix everyday. If we only get sports once a week. We will get fat.

Getting fat is not healthy. If we have to sit down all day we will get bored if we playsports all day
we will get tired. I think we need a full variety of activities to get the full learning expeirience.

Writing Applications

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Writing Applications Rubric.

This sample

- does not accomplish the task (i.e., seems to agree with the schedule change, but the essay is incoherent).
- expresses no central idea and provides no relevant details.
- is too brief to establish a focus.
- uses rudimentary vocabulary (e.g., *I think that studente wood* [students would] *agree about the field trips*).
- demonstrates no sense of audience.

NOTE: Although Score Point 1 is the lowest score point, the paper attempts some meaning. At this level, problems in sentence structure may limit the writer's ability to communicate ideas.

Language Conventions

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has some capitalization errors (e.g., *i* [I], *Becaues* [because], *Wolud* [world]).
- contains errors in punctuation (e.g., *I think that k. school wood* [K. School would] *let the school go [,] and I tnik we sud* [think we should] *go*).
- has many spelling errors (e.g., *wood* [would], *sud* [should], *finld tirp* [field trip], *studente* [students], *whut* [want], *whet* [with]).
- consists of one brief, indented paragraph.
- contains one, long run-on sentence (e.g., *I think that studente wood agree about the field trips Becaues some studente whut to see about the Wolud and studente want to get out the school and see about a radan and I agree whet the studente*) but no sentence fragments.
- has significant errors in a very brief writing sample.

Persuasive Essay

Title: finld tirp

I think that k. school wood let the school go and i tnik we sud go od a find tirp. I think that
studente wood agree about the field trips Becaues some studente whut to see about the Wolud
and studente want to get out the school and see about a radan and I agree whet the studente.

INTRODUCTION TO READING/WRITING TASKS

The second component of the applied skills section of *ISTEP+* at Grades 4 through 10 is a reading/writing task. The reading/writing task allows the students to demonstrate their understanding and comprehension of narrative or informational text. The reading/writing task consists of one or two passages of text, multiple-choice questions, open-ended questions, and one extended-response question. Because this is a reading comprehension test, all the information students need in order to answer the questions correctly is in the text. All responses should be based on information from the text.

Rubrics are used to score the open-ended applied skills questions. **The rubrics describe the levels of performance and ensure that the responses are scored fairly and objectively.** There are three kinds of rubrics used to score the reading/writing tasks.

- **Reading Comprehension**

Reading Comprehension Rubrics are used to score the open-ended questions and extended-response question. Each rubric contains a list of acceptable responses (exemplars) as well as a description of the level of performance for each score point. Students may receive a maximum of two points.

- **Writing Applications**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Writing Applications. The Extended Response Writing Applications Rubric is based on the Writing Applications Rubric used to score the writing prompt. It assesses how well the students organize and communicate their thoughts in writing. Students may receive a maximum of four points.

- **Language Conventions**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Language Conventions. The Language Conventions Rubric assesses how well the students use language conventions such as paragraphing, grammar, word usage, spelling, punctuation, and capitalization. Students may receive a maximum of four points.

INTRODUCTION TO READING/WRITING TASKS (cont.)

The following pages show the multiple-choice questions, the open-ended questions, and the extended-response question. For the multiple-choice questions, the correct response is indicated. Sample responses, exemplars, and rubrics accompany each open-ended question. The Reading Comprehension exemplars provided for all questions are not necessarily the only correct responses possible. In many cases, other relevant responses may be accepted. Each sample response is accompanied by an explanation of the score point it received. The open-ended questions are scored only for Reading Comprehension; however, the extended-response question is scored for Writing Applications and Language Conventions in addition to Reading Comprehension.

All questions used in the reading/writing task are based on the skills outlined in the Indiana Academic Standards through Grade 7 on page 7 of this guide. Teachers are encouraged to discuss both the Indiana Academic Standards and the examples given in this guide with students and parents. Teachers may also use these examples and similar questions to teach students strategies that will help them become more efficient readers, locate information in a text, and support an opinion with information from the text.

Test 4: English/Language Arts

For Test 4, you will read a poem and an article. You will answer questions based on each passage. Then you will write an essay on a related topic.

Is there a place that has an important meaning for you? Think about the reasons that this place is important and what you remember about it. The first passage you will read, “Front Porch,” is a poem about an ordinary place that has a special significance. After you read the poem, you will answer some questions about what you have read.

Now read “Front Porch” and do Numbers 1 through 6. You may look back at the poem as often as you like.

Pre-Reading

The reading passages are preceded by an introduction that helps the student to focus on the upcoming task.

Following the introduction, the student reads “Front Porch” and “Super Potatoes.” A copy of these passages accompanies the student’s responses to the applied skills section.

Test 4—Question 1

READING: Literary Response and Analysis

- 1** The poet uses the phrases “creak of hickory rockers” and “hum of talk” to
- ☐ illustrate the poverty of the countryside
 - ☒ suggest the pleasant sounds of country life
 - ☐ indicate that country people are often lonely
 - ☐ show that people in the country have active lives

Test 4—Question 2
READING: Literary Response and Analysis

2 The word *hereabouts* makes the poem seem

- ☒ informal
- ☐ confused
- ☐ humorous
- ☐ sarcastic

Test 4—Question 3
READING: Literary Response and Analysis

3 Read these lines from the poem.

**A man of sixty wasn't past his prime
And nothing worth a penny went to waste.**

What do these lines say about people who lived in rural areas?

- ☐ They were strong and healthy.
- ☐ They had a negative view of life.
- ☐ They had a businesslike attitude.
- ☒ They were hardworking and thrifty.

Test 4—Question 4
READING: Word Recognition, Fluency, and Vocabulary Development

- 4** By describing front porches as “neighbourly and wide,” the poet MOST LIKELY means they are places for
- ☐ spending time with the elderly
 - ☐ improving the appearance of a house
 - ☐ inviting city people to visit the country
 - ☒ being available to friends and family

Test 4—Question 5
READING: Literary Response and Analysis

- 5** Give TWO different reasons the poet values country living.

1) _____

2) _____

Exemplars:

- People take time to talk more/be more neighborly.
- People can enjoy simple country sounds (rockers, hum of conversation).
- More time is available to pause and reflect/just sit in the sun.
- Work is done thoroughly and well (“square a beam and see it placed”).
- A person’s usefulness and productivity don’t end at a specified age (“A man of sixty wasn’t past his prime”).
- People take pride in their work and actions (“remember many things with pride”).
- Those who live in the country are very thrifty (“nothing worth a penny went to waste”).
- other relevant text-based response

Rubric:

- | | |
|-----------------|---------------------------|
| 2 points | versions of two exemplars |
| 1 point | version of one exemplar |
| 0 points | other |

Test 4—Question 5 Score Point 2

The first part of the response is a version of the third exemplar. The second part of the response contains versions of both the fifth and seventh exemplars. The total response receives full credit for a Score Point 2.

SCORE POINT 2	
5	Give TWO different reasons the poet values country living. 1) <u>Just sitting on the sunny side of some old hous can bring us closer to events</u> 2) <u>A man of 60 wasn't past his prime, and nothing worth a penny went to waste</u>

Test 4—Question 5 Score Point 1

The first part of the response is a version of the fourth exemplar. The second part of the response is too vague to receive credit under any of the exemplars. Therefore, the total response receives a Score Point 1.

SCORE POINT 1	
5	Give TWO different reasons the poet values country living. 1) <u>Because country people are hard working people and get their job done.</u> 2) <u>They are kind people.</u>

Test 4—Question 5 Score Point 0

The first and second parts of the response are too general and do not provide enough information to receive credit. Therefore, the total response receives a Score Point 0.

SCORE POINT 0	
5	Give TWO different reasons the poet values country living. 1) <u>it is worth it</u> 2) <u>it is freindly</u>

NOTE: The responses to Numbers 5, 6, 9, and 11 (the open-ended questions) do not have to be written in complete sentences to receive credit. Errors in spelling, punctuation, and grammar are also not considered when scoring these responses.

Test 4—Question 6
READING: Literary Response and Analysis

- 6** The chart below contains TWO character traits that describe the poet in “Front Porch.” Using information from the poem, give ONE example of each trait.

Character Trait	Example
Thoughtful	<hr/> <hr/> <hr/>
Uncomplicated	<hr/> <hr/> <hr/>

Exemplars:

Thoughtful

- thinks/talks about the past
- believes thinking about life is more rewarding than letting schedules determine our actions (counting the seconds)
- thinks/talks about what it means to live a country lifestyle
- thinks/talks about what is important in life
- other relevant text-based response

Uncomplicated

- enjoys simple pleasures
- likes rocking chairs and quiet conversation
- likes to reflect on the past
- enjoys sitting in the sunshine talking with friends/neighbors
- other relevant text-based response

Rubric:

- 2 points** version of one exemplar for each trait
- 1 point** version of one exemplar for one trait
- 0 points** other

Test 4—Question 6 Score Point 2

The first part of the response is a version of the first exemplar for "Thoughtful." The second part of the response is a version of the third exemplar for "Uncomplicated." The total response receives full credit for a Score Point 2.

SCORE POINT 2

- 6** The chart below contains TWO character traits that describe the poet in "Front Porch." Using information from the poem, give ONE example of each trait.

Character Trait	Example
Thoughtful	If looking backwards doesn't make good sense, Tomorrow, then, may be as well forget
Uncomplicated	People who live in cities never know the creak of hickory rockers and the hum of talk about what happened years ago.

Test 4—Question 6 Score Point 1

The first part of the response is a version of the third exemplar for "Thoughtful." The second part of the response attempts to identify the writing style of the poem as uncomplicated instead of providing an example of a character trait. Therefore, the total response receives a Score Point 1.

SCORE POINT 1

- 6** The chart below contains TWO character traits that describe the poet in "Front Porch." Using information from the poem, give ONE example of each trait.

Character Trait	Example
Thoughtful	He is think about what country life is like
Uncomplicated	He writes very informal and doesn't make his poem "correct".

SCORE POINT 0							
6	<p>The chart below contains TWO character traits that describe the poet in “Front Porch.” Using information from the poem, give ONE example of each trait.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%; padding: 5px;">Character Trait</th> <th style="padding: 5px;">Example</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 10px; vertical-align: top;">Thoughtful</td> <td style="padding: 10px;"> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">“neighbourly and wide”</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black;"></div> </td> </tr> <tr> <td style="text-align: center; padding: 10px; vertical-align: top;">Uncomplicated</td> <td style="padding: 10px;"> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">hereabouts</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black;"></div> </td> </tr> </tbody> </table>	Character Trait	Example	Thoughtful	<div style="border-bottom: 1px solid black; margin-bottom: 5px;">“neighbourly and wide”</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black;"></div>	Uncomplicated	<div style="border-bottom: 1px solid black; margin-bottom: 5px;">hereabouts</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black;"></div>
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Uncomplicated	<div style="border-bottom: 1px solid black; margin-bottom: 5px;">hereabouts</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black;"></div>						

The first and second parts of the response do not provide enough information to receive credit under any of the exemplars. Therefore, the total response receives a Score Point 0.

Test 4—Question 7
READING: Comprehension

- 7** Using information from the article, choose the statement that **BEST** explains why “Super Potatoes” is an effective title for this article.
- ☐ The potatoes grow very fast.
 - ☐ The potatoes are unusually large.
 - ☒ The potatoes have added benefits.
 - ☐ The potatoes taste especially good.

Test 4—Question 8
READING: Word Recognition, Fluency, and Vocabulary Development

- 8** According to the article, what are “genes”?
- ☐ disease-fighters produced by the body
 - ☐ organisms that cause disease in the body
 - ☐ medicinal substances that extend the life of plants and animals
 - ☒ cellular material that determines the features of plants and animals

Test 4—Question 9
READING: Comprehension

- 9** Using information from the article, give TWO different reasons that scientists are working to produce edible vaccines from plants.

1) _____

2) _____

Exemplars:

- They are cheaper to produce than synthetic vaccines. They will be available to people who may not be able to afford usual vaccines and medicines.
- Many plants do not need refrigeration so they can be used in countries where there is little refrigeration.
- They do not require needles (shots) so they are safer (no contamination).
- Children will be more willing to eat plants with vaccines than to take shots.
- They can be grown in countries where they are needed.
- other relevant text-based response

Rubric:

- | | |
|-----------------|---------------------------|
| 2 points | versions of two exemplars |
| 1 point | version of one exemplar |
| 0 points | other |

Test 4—Question 9
Score Point 2

The first part of the response is a version of the third exemplar. The second part of the response is a version of the first exemplar. The total response receives full credit for a Score Point 2.

SCORE POINT 2

- 9** Using information from the article, give TWO different reasons that scientists are working to produce edible vaccines from plants.
- 1) Putting vaccines in plants would eliminate the need for a needle and needles can only be used once.
 - 2) Some countries can't afford vaccines and if they were in a plant like a potatoe they could grow them cheaply.

Test 4—Question 9
Score Point 1

The first part of the response does not provide enough information to receive credit under any of the exemplars. The second part of the response is a version of the third exemplar. Therefore, the total response receives a Score Point 1.

SCORE POINT 1

- 9** Using information from the article, give TWO different reasons that scientists are working to produce edible vaccines from plants.
- 1) Some of them taste good.
 - 2) It doesn't take the use of any needles

Test 4—Question 9
Score Point 0

The first and second parts of the response do not provide enough information to demonstrate understanding of the task. Therefore, the total response receives a Score Point 0.

SCORE POINT 0

- 9** Using information from the article, give TWO different reasons that scientists are working to produce edible vaccines from plants.
- 1) healthier
 - 2) tastes better

Test 4—Question 10
READING: Comprehension

- 10** Which statement from the article expresses an OPINION?
- ☐ “Tacket is part of a team that’s making potato vaccines.”
 - ☐ “Food vaccines don’t require needles.”
 - ☒ “Raw potatoes, on the other hand, taste awful.”
 - ☐ “Scientists can take genes from one plant and put them in another.”

Test 4—Question 11
READING: Comprehension

- 11** Using information from the article, give TWO different reasons that scientists think bananas might be a better food than potatoes to carry vaccines.

- 1) _____

- 2) _____

Exemplars:

- Bananas taste good uncooked.
- Children like bananas.
- Bananas grow easily in many countries.
- Raw is better because cooking destroys vaccines.
- other relevant text-based response

Rubric:

- | | |
|-----------------|---------------------------|
| 2 points | versions of two exemplars |
| 1 point | version of one exemplar |
| 0 points | other |

Test 4—Question 11
Score Point 2

The first part of the response is a version of the first exemplar. The second part of the response is a version of the third exemplar. The total response receives full credit for a Score Point 2.

SCORE POINT 2

- 11** Using information from the article, give TWO different reasons that scientists think bananas might be a better food than potatoes to carry vaccines.
- 1) Because they taste better then raw potatoes and
cooking the potatoes destroys the vaccine
 - 2) They are easy to grow in most countrie where disease
is a problem.

Test 4—Question 11
Score Point 1

The first part of the response is not based on the text and is not a version of any of the exemplars. The second part of the response is a version of the first exemplar. Therefore, the total response receives a Score Point 1.

SCORE POINT 1

- 11** Using information from the article, give TWO different reasons that scientists think bananas might be a better food than potatoes to carry vaccines.
- 1) they are healthery.
 - 2) better tasting.

Test 4—Question 11
Score Point 0

The first and second parts of the response do not provide enough information to demonstrate understanding of the task. Therefore, the total response receives a Score Point 0.

SCORE POINT 0

- 11** Using information from the article, give TWO different reasons that scientists think bananas might be a better food than potatoes to carry vaccines.
- 1) because it will keep the meddicens mostit
 - 2) Potatos want it will dry

Test 4—Question 12
READING: Comprehension

- 12** Which of the following would be the BEST source of additional information about potato vaccines?
- ☐ a family doctor
 - ☐ a public health official
 - ☐ the author of the article
 - ☒ the researchers in the article

Test 4—Question 13
READING: Comprehension
WRITING: Applications/English Language Conventions



13

The author of “Super Potatoes” seems to favor doing more research on the use of plant genes to make vaccines. How does the author make an effective and convincing argument? Write an essay in which you explain your opinion. **In your essay, be sure to include at least THREE different examples from the article to support your response.**

You may use the space below to plan your writing. Using the Editing Checklist on page 63, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English. **Remember, your essay should be well organized and have an introduction, a body, and a conclusion.**

NOTE: Only your writing on the lined pages in this book will be scored.

Pre-Writing/Planning

NOTE: The page reference above for the Editing Checklist refers to its location in the actual test book.

Extended Response Writing Applications Overview Grades 6–12

Score	Does the writing sample
4	<ul style="list-style-type: none"> • fully accomplish the task? • include many relevant ideas? • organize ideas logically? • exhibit very good word usage? • demonstrate very good writing technique? • demonstrate effective adjustment of language and tone to task and reader?
Score	Does the writing sample
3	<ul style="list-style-type: none"> • accomplish the task? • include relevant ideas? • organize ideas logically? • exhibit good word usage? • demonstrate good writing technique? • demonstrate an attempt to adjust language and tone to task and reader?
Score	Does the writing sample
2	<ul style="list-style-type: none"> • minimally accomplish the task? • include some relevant ideas? • exhibit an attempt to organize ideas logically? • exhibit ordinary word usage? • demonstrate adequate writing technique? • demonstrate an attempt to adjust language and tone to task and reader?
Score	Does the writing sample
1	<ul style="list-style-type: none"> • only partially accomplish or fail to accomplish the task? • include few relevant ideas? • exhibit a minimal attempt to organize ideas logically? • exhibit minimal word usage? • demonstrate minimal or less than minimal writing technique? • demonstrate language and tone that may be inappropriate to task and reader?

NOTE: This chart is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Extended Response Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 4
A Score Point 4 paper represents a solid performance. It fully accomplishes the task.
Ideas and Content
<p>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea without going off on tangents? • stay focused on topic and task? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide ample information and more than adequate supporting details that are developed? • explore many facets of the topic?
Organization
<p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)? • progress in an order that enhances meaning of text? • include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)
Style
<p>Does the writing sample exhibit very good word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid? • demonstrate control of vocabulary? <p>Does the writing sample demonstrate very good writing technique?</p> <ul style="list-style-type: none"> • Is the writing very fluent? • Does it include varied sentence patterns, including complex sentences? • Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?
Voice
<p>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? • demonstrate a sense of audience? • exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 3

A Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Ideas and Content

Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea? (Writing may include minor tangents.)
- stay mostly focused on topic and task?

Does the writing sample include relevant ideas? Does it

- include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)
- explore some facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
- generally progress in an order that enhances meaning of text?
- include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

Style

Does the writing sample exhibit good word usage? Does it

- include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
- demonstrate control of basic vocabulary?

Does the writing sample demonstrate good writing technique?

- Is the writing fluent?
- Does it exhibit some varied sentence patterns, including some complex sentences?
- Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it

- generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 2
<p>A Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</p>
<p>Ideas and Content</p> <p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • attempt a unifying theme or main idea? • stay somewhat focused on topic and task? <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • include some information with only a few details, or list ideas without supporting details? • explore some facets of the topic?
<p>Organization</p> <p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> • have a beginning, a middle, or an end that may be weak or absent? • demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.) • demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)
<p>Style</p> <p>Does the writing sample exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> • contain basic vocabulary, with words that are predictable and common? • demonstrate some control of vocabulary? <p>Does the writing sample demonstrate adequate writing technique?</p> <ul style="list-style-type: none"> • Is the writing generally fluent? • Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)? • Is it generally ordinary and predictable?
<p>Voice</p> <p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)? • demonstrate little sense of audience? • generally lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 1

A Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Ideas and Content

Does the writing sample only partially accomplish or fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)?

- Writing may attempt a main idea, or the main idea may be difficult to discern.
- Does the writing sometimes lose focus or ineffectively establish focus?

Does the writing sample include few relevant ideas?

- Does the writing sample include little information and few or no details?
- Writing may explore only one or two facets of the topic.

Organization

Is there a minimal attempt to logically organize ideas in the writing sample?

- Does the writing have only one or two of the three elements: beginning, middle, and end?
- Is the writing sometimes difficult to follow? (Progression of text may be confusing, unclear, or difficult to discern.)
- Are transitions weak or absent (e.g., few or no topic sentences)?

Style

Does the writing sample exhibit minimal word usage? Does it

- contain limited vocabulary? (Words may be used incorrectly.)
- demonstrate minimal or less than minimal control of vocabulary?

Does the writing sample demonstrate minimal or less than minimal writing technique?

- Does the writing exhibit some or little fluency?
- Does it rely mostly on simple sentences or demonstrate problems with sentence patterns?
- Is it often repetitive, predictable, or dull?

Voice

Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
- demonstrate little or no sense of audience?
- lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Language Conventions Rubric Grades 6–8

In their writing, the students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and for all previous grades.

Score	Does the writing sample exhibit a good command of language skills?
4	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are infrequent and will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> • Do words have very few or no capitalization errors? • Do sentences have very few or no punctuation errors? • Do words have very few or no spelling errors? • Do sentences have very few or no grammar or word usage errors? • Writing has very few or no paragraphing errors. • Writing has very few or no run-on sentences or sentence fragments.
Score	Does the writing sample exhibit an adequate command of language skills?
3	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language conventions.</p> <ul style="list-style-type: none"> • Do words have occasional capitalization errors? • Do sentences have occasional punctuation errors? • Do words have occasional spelling errors? • Do sentences have occasional grammar or word usage errors? • Writing may have occasional paragraphing errors. • Writing may have run-on sentences or sentence fragments.
Score	Does the writing sample exhibit a minimal command of language skills?
2	<p>In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Do words have frequent capitalization errors? • Do sentences have frequent punctuation errors? • Do words have frequent spelling errors? • Do sentences have frequent grammar or word usage errors? • Writing may have errors in paragraphing, or paragraphing may be missing. • Writing is likely to have run-on sentences or sentence fragments.
Score	Does the writing sample exhibit a less than minimal command of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous; they often cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Do words have many capitalization errors? • Do sentences have many punctuation errors? • Do words have many spelling errors? • Do sentences have many grammar and word usage errors? • Writing may have errors in paragraphing, or paragraphing may be missing. • Writing is likely to have run-on sentences or sentence fragments.

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–8.

Reading Comprehension Rubric

SCORED FOR READING	
Reading Comprehension Exemplars:	
<p>Using plant genes to make vaccines</p> <ul style="list-style-type: none"> • produces inexpensive alternatives to expensive medicines • improves way medicines delivered (no shots)/tasting better • benefits entire world, not just the United States/grows quickly • does not appear to have harmful side effects/no harmful side effects from using needles • uses modern technology to solve current problems • doesn't have to be refrigerated • other relevant text-based response 	
Reading Comprehension Rubric:	
Score	
2	response takes a position and includes versions of three exemplars
Score	
1	response includes versions of one or two exemplars
Score	
0	other

Extended Response Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- fully accomplishes the task (i.e., provides details that show how the author makes an effective argument that favors doing more research on the use of plants to create vaccines).
- uses more than adequate supporting details (e.g., *Potatoes, unlike vaccines, are cheaper to buy for less fortunate countries; Children might be especially fond of the idea*).
- is logically organized with a clear introduction, a body of support, and an interesting conclusion; uses transitions effectively between paragraphs.
- uses an appropriate range of vocabulary to make the argument for using potatoes (e.g., *For example, most countries can afford potatoes. They don't need to be refriderated [refrigerated,] and they are fast growers*).
- is easy to read and uses a variety of sentence patterns, including complex sentences (e.g., *Bananas are more efficient [efficient] because they grow in the less fortunate countries, and most people like bananas*).
- adjusts language and tone to the task of showing how the author makes an effective argument (e.g., *The author makes it very clear that potatoes are a good idea for vaccines. Who knows, maybe potatoes will save our lives some day!*).

Extended Response Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- has a few punctuation errors (e.g., *Another reason the author says potatoes are good vaccines, [no comma] is they don't not [do not] have to be; If they had the potatoes to grow [,] they could grow [them] themselves*).
- contains some spelling errors, although some are most likely of the first-draft variety* (e.g., *refriderated* [refrigerated], *medicane* [medicine], *scientest* [scientists], *banna* [banana]).
- has a few word usage errors, although some of these also may be of the first-draft variety (e.g., *can't afford the requirments need* [requirements needed] *for the vaccine; faster then a banna* [than a banana] *tree*).
- uses paragraphs correctly.
- has a run-on sentence (e.g., *Granted [,] other foods might taste better, [but] potatoes are what scientist [scientists] are working with now*) and no sentence fragments.

*First-draft errors are those errors that have most likely been made because the student was writing quickly or did not have time to check his or her work. An error is considered to be of the first-draft variety if the student has not repeated the error or made similar errors elsewhere in the response.

Essay

"Super Potatoes" are a super idea! The author states many reasons why they are. For example, most countries can afford potatoes. They don't need to be refridgerated and they are fast growers.

Potatoes, unlike vaccines, are cheaper to buy for less fortunate countries. People can even learn to grow them themselves. This way it is healthful food, and a medicane all in one! Children might be especially fond of the idea, like the author said, if scientest could learn how to grow bananas with vaccines. Bananas are more efficiant because they grow in the less fortunate countries, and most people like bananas.

Another reason the author says potatoes are good vaccines, is they don't have to be refridgerated. If a country can't afford the vaccine, they probably can't afford the requirments need for the vaccine. If they had the potatoes to grow they could grow themselves and save some money.

One other point the author makes is they are fast growers. Scientist can grow a potatoe and make sure it works where as other foods take longer to grow. Granted other foods might taste better, potatoes are what scientist are working with now. People needing the vaccine could also grow a potatoe faster then a banna tree, so it is more efficiant in that way too.

The author makes it very clear that potatoes are a good idea for vaccines. Who knows, maybe potatoes will save our lives some day!

Reading Comprehension Score Point 2

The response (shown above) includes versions of the first exemplar (e.g., *are cheaper to buy for less fortunate countries*), the third exemplar (e.g., *Bananas are more efficiant [efficient] because they grow in the less fortunate countries*), and the sixth exemplar (e.g., *they don't [do not] have to be refridgerated [refrigerated]*) to show how the author makes a convincing argument. Therefore, this response receives a Score Point 2.

Extended Response Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- accomplishes the task (i.e., provides details that show how the author makes an effective argument that favors doing more research on the use of plants to make vaccines).
- includes sufficient information to explain the author's position (e.g., *It could help a lot of kids, [no comma] in different countries; they are inexpensive and you wouldn't have to cook them*).
- logically organizes ideas with a clear introduction and conclusion, but the body of the essay could be more developed and less repetitious.
- includes vocabulary that makes the explanations clear (e.g., *not all countries can afford needles for everyone*).
- is relatively easy to read and attempts to use a variety of sentence patterns, including complex sentences (e.g., *In conclusion, I think researchers should keep researching this because it could save a lot of lives in places where they can't afford anything else*).
- attempts to adjust language and tone to the task (e.g., *So, By [by] making these vaccines [,] more countries could afford to have vaccines*).

Extended Response Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has one capitalization error (e.g., *By [by]*).
- has some errors in punctuation (e.g., *It could help a lot of kids, [no comma] in different countries, [no comma]; So, By [by] making these vaccines [,] more countries could*).
- contains several spelling errors (e.g., *editable [edible], familys [families], potatos [potatoes], refrideorate [refrigerate], desease [disease]*).
- has a few grammar and word usage errors (e.g., *with the vaccines being in potatos [potatoes,] you would not have to refrideorate it [refrigerate them]*).
- demonstrates adequate paragraphing.
- has no run-on sentences or sentence fragments.

NOTE: In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language conventions errors.

Essay

I think scientists should keep researching making vaccines edible. It could help a lot of kids, in different countries, whos familys can't afford shot vaccines. Also it would be a lot safer way because you would not have to share needles. Plus if you do it out of potatos then they are inexpensive and you wouldn't have to cook them.

So, By making these vaccines more countries could afford to have vaccines. Because with the vaccines being in potatos you would not have to refrideorate it! You would not have to cook them either.

Plus, using potatos to make food would be a much safer way. Because the other way you have to use needles and not all countries can afford needles for everyone. So then people have to share needles which will only spread more desease.

In conclusion, I think researchers should keep researching this because it could save a lot of lives in places where they can't afford anything else.

Reading Comprehension Score Point 2

The response (shown above) includes versions of the first exemplar (e.g., *they are inexpensive; more countries could afford to have vaccines*), the fourth exemplar (e.g., *you would not have to share needles*), and the sixth exemplar (e.g., *you would not have to refrideorate it* [refrigerate them]) to show how the author makes a convincing argument. Therefore, this response receives a Score Point 2.

Extended Response Writing Applications

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., attempts to show how the author makes an effective argument that favors doing more research on the use of plants to make vaccines, but the response is very brief).
- provides two relevant supporting details (e.g., *Easier to take than shots; No diseases would be spread like through* [spread through] *the needles*).
- attempts a basic organization, although the introduction and conclusion are weak, and ideas in the body are undeveloped.
- exhibits some control over vocabulary that is appropriate to the task (e.g., *easier to take edible vaccines; better and more natural tasting* [tastes more natural]).
- attempts to vary sentence structure.
- lacks an original perspective but demonstrates some sense of audience.

Extended Response Language Conventions

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- has no spelling errors.
- has no punctuation errors.
- contains a few grammar and word usage errors (e.g., *it would make the children happier with less* [if they had fewer] *shots; No diseases would be spread like through* [spread through] *the needles; the potatoes* [potato] *vaccine*).
- attempts to use paragraphs, but the opening and concluding paragraphs are single sentences.
- has no run-on sentences but does have one sentence fragment (e.g., *Easier to take than shots*).

NOTE: The Score Point 2 paper communicates some ideas. However, frequent errors may impair the flow of communication.

Essay

The author of "Super Potatoes" said it would be easier to take edible vaccines.

He said it would make the children happier with less shots. It would be better and more natural tasting. Easier to take than shots. No diseases would be spread like through the needles.

That is why the author thinks there should be more research done on the potatoes vaccine.

Reading Comprehension

Score Point 1

The response (shown above) includes versions of the second exemplar (e.g., *It would be better and more natural tasting* [taste more natural]) and the fourth exemplar (e.g., *No diseases would be spread like through* [spread through] *the needles*) to show how the author makes a convincing argument; however, a third example is not given. Therefore, this response receives a Score Point 1.

Extended Response Writing Applications

Score Point 1

The following list describes a writing sample (shown on the next page) that earns a **Score Point 1** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- does not accomplish the task (i.e., makes a personal statement instead of showing how the author makes a convincing argument and does not mention research on vaccines).
- includes one idea that is irrelevant to the topic, and the lack of details demonstrates minimal engagement with the task.
- makes a minimal attempt at an introduction but contains no body or conclusion.
- uses a limited vocabulary (e.g., *the bannanas* [bananas] *would be better than the food idea; Just pull them apart and eat*).
- demonstrates minimal writing technique and exhibits problems with sentence structure.
- displays little sense of audience.

Extended Response Language Conventions

Score Point 1

The following list describes a writing sample (shown on the next page) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- contains no capitalization errors.
- has no punctuation errors, except in the case of the run-on sentence cited below.
- has a spelling error (e.g., *bannanas* [bananas]).
- contains no grammar and word usage errors but does include one nonsensical statement, which is included in the run-on sentence cited below.
- has one run-on sentence (e.g., *The bannanas* [bananas] *you never have to go* [.] *Just pull them apart and eat*) and no sentence fragments.

Essay

I think that the bannanas would be better than the food idea. The bannanas you never have to go Just pull them apart and eat.

Reading Comprehension

Score Point 0

The response (shown above) does not explain how the author makes a convincing argument or provide any examples from the article. The response contains no versions of any of the exemplars. Therefore, this response receives a Score Point 0.

NOTES

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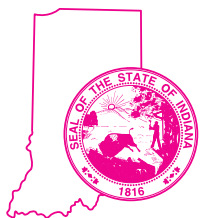
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Grade 8

English/Language Arts

Fall 2007

Teacher's Scoring Guide



Indiana Department of Education